

Amendment No. 5

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	<u> </u>	(Y/N)
ADOPTED AS AMENDED	<u> </u>	(Y/N)
ADOPTED W/O OBJECTION	<u> </u>	(Y/N)
FAILED TO ADOPT	<u> </u>	(Y/N)
WITHDRAWN	<u> </u>	(Y/N)
OTHER	<u> </u>	

1 Committee/Subcommittee hearing bill: K-12 Subcommittee
2 Representative Adkins offered the following:

3
4 **Amendment**

5 Remove lines 633-684 and insert:

6 a. Integration of content-rich, nonfiction texts in
7 science and social studies ~~content~~ within the 90-minute block.

8 b. Small group instruction.

9 c. Reduced teacher-student ratios.

10 d. More frequent progress monitoring.

11 e. Tutoring or mentoring.

12 f. Transition classes containing 3rd and 4th grade
13 students.

14 g. Extended school day, week, or year.

15 (b) Each school district shall:

16 1.2. Provide written notification to the parent of a
17 student who is retained under ~~the provisions of~~ paragraph (5) (b)

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Published On: 11/17/2015 5:47:53 PM

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18 that his or her child has not met the proficiency level required
19 for promotion and the reasons the child is not eligible for a
20 good cause exemption as provided in paragraph (6) (b). The
21 notification must comply with paragraph (5) (c) ~~the provisions of~~
22 ~~s. 1002.20(15)~~ and must include a description of proposed
23 interventions and supports that will be provided to the child to
24 remediate the identified areas of reading deficiency.

25 ~~2.3.~~ Implement a policy for the midyear promotion of a
26 student retained under ~~the provisions of~~ paragraph (5) (b) who
27 can demonstrate that he or she is a successful and independent
28 reader and performing at or above grade level in reading or,
29 upon implementation of English Language Arts assessments,
30 performing at or above grade level in English Language Arts.
31 Tools that school districts may use in reevaluating a student
32 retained may include subsequent assessments, alternative
33 assessments, and portfolio reviews, in accordance with rules of
34 the State Board of Education. Students promoted during the
35 school year after November 1 must demonstrate proficiency levels
36 in reading equivalent to the level necessary for the beginning
37 of grade 4. The rules adopted by the State Board of Education
38 must include standards that provide a reasonable expectation
39 that the student's progress is sufficient to master appropriate
40 grade 4 level reading skills.

41 ~~3.4.~~ Provide students who are retained under ~~the~~
42 ~~provisions of~~ paragraph (5) (b) with a highly effective teacher
43 as determined by the teacher's performance evaluation under s.

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44 1012.34, and, beginning July 1, 2018, the teacher must also be
45 certified or endorsed in reading.

46 ~~4.5. Establish at each school, when applicable, an~~
47 ~~intensive reading acceleration course ~~Class~~ for any student~~
48 ~~retained in grade 3 who was previously retained in kindergarten,~~
49 ~~grade 1, or grade 2 students who subsequently score Level 1 on~~
50 ~~the required statewide, standardized assessment identified in s.~~
51 ~~1008.22. The focus of the Intensive Acceleration Class shall be~~
52 ~~to increase a child's reading and English Language Arts skill~~
53 ~~level at least two grade levels in 1 school year. The intensive~~
54 ~~reading acceleration course must provide the following ~~Class~~~~
55 ~~shall:~~

56 ~~a. Uninterrupted reading instruction for the majority of~~
57 ~~student contact time each day and opportunities to master the~~
58 ~~grade 4 Next Generation Sunshine State Standards in other core~~
59 ~~subject areas through content-rich, nonfiction texts.~~

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